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ABSTRACT

Both district and state-level programs have been implemented in the state of California to facilitate the coordination between CETA (Comprehensive Employment and Training Act) and vocational education. The Grossmont Union High School District established the Director of Grants and Contracts/School Improvement position to develop an internal structure and procedures to obtain external funding. In order to compete successfully and obtain, implement, and operate CETA programs, the school district developed a district-wide structure/model for the acquisition of grants and contracts and especially programs like CETA. The major problem with participation in CETA in California concerned lack of information about what CETA was, is, and could do for local school programs. A manual, How to Successfully Fund Guidance and Training Programs Under CETA, was developed to take an individual through necessary steps in learning about CETA and how to fund a project proposal. It was used at six statewide seminars (May 1980) to provide information on CETA and to train local district personnel on how to get involved with CETA. Participants were asked to evaluate the seminar. (Appendixes, amounting to well over one-half of the paper, describe manual content and provide extensive seminar evaluation results.) (YLB)

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ED190764

# APPROACHES TO CETA VOCATIONAL EDUCATION COORDINATION AT THE DISTRICT AND STATE LEVEL

Thomas J. Jacobson, Ph.D.

UNITED STATES CONFERENCE OF MAYORS
EMPLOYMENT AND TRAINING COUNCIL

National Conference on CETA/Vocational Education Coordination

BAY HARBOR INN
TAMPA, FLORIDA

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 025 855

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PART I

## Introduction

It is a pleasure to be here this afternoon in Tampa to discuss two programs that have been implemented (1) the Grossmont Union High School District and (2) the state of California to facilitate the coordination between CETA and Vocational Education at the district and state level. I am in a rather unusual position to talk about both levels because my primary position is as a Director of Grants and Contracts/School Improvement in a large Union High School District (grades 9 through 12) in California. The district is the Grossmont Union High School District which is all of the cities east of San Diego for approximately 50 miles. The district has a total area of approximately 480 square miles, serves nine feeder elementary districts, feeds into a community college district with two community colleges, has approximately 20,000 students in grades 9 through 12, and another 17,000 students in the adult education program, and serves a combined population within the district of approximately 350,000 people.

With a district as large and sophisticated as the Grossmont Union High School District seems to be with nine high schools and two continuation high schools and a complete adult division, you would think that we were quite successful in developing CETA/Vocational Education Coordination. The reverse is true. Prior to the fall of 1978, the Grossmont Union High School District had little success in obtaining and maintaining programs operated under CETA funding.

In the summer of 1979, the district established the Director of Grants and Contracts/School Improvement position with a specific mission to develop an internal structure and procedures to obtain external funding. CETA is one of these funding sources but certainly not the only funding source. In the current academic year 1979-80, the Grossmont Union High School District has received funding from approximately 14 different fiscal agencies. CETA, however, is perhaps the agency with the most money and the one from which the Grossmont Union High School District has received the largest single amount of funding.

The procedure that will be explained can be imitated or emulated in any agency or school district in order to provide a funding relationship with the CETA prime sponsor and also to serve as a central point of articulation for the coordination of CETA and Vocational Education Activities.

You might question how successful this procedure has been in one school district with reference to obtaining and operating CETA grants and contracts. The Grossmont Union High School District currently has the following CETA contracts operable and/or in negotiation for 1980-81:

| | |
|---|---|
| TITLE II-D | Public Service Employment |
| TITLE II-B | Training (in negotiation) |
| TITLE II-B | Training/Work Experience |
| TITLE II-B | Job Search Assistance |
| TITLE IV-YETP | (In-School) |
| TITLE IV-YETP | (Out-of-School) |
| TITLE IV-SYEP | |
| TITLE VI | Special Projects |
| TITLE VI | Special Projects |
| TITLE VI | Special Projects |
| TITLE VII | PSIP - Subcontractor to Local Chamber of Commerce who is the Fiscal Agent |

Development of a District Model to Successfully Fund Grants and Contracts

Most educational agencies are concerned with obtaining grants and contracts, which is only part of the problem. Externally-funding agencies like CETA are more concerned with any educational agency's ability to complete whatever grants or contracts they obtain. In order to do this, as Director of the Grossmont Union High School District Grants and Contracts/School Improvement Office, I have developed a District Model which, when utilized, will provide the levels of support, consensus, and general understanding that will provide for knowledge of what the process is, how to go about it, and a commitment to follow through on grants and contracts that the school district will be involved in.

The steps that a local education agency must develop to utilize CETA consist of the following:

1. Designate one staff member to be responsible for the development, submission, negotiation, operation, monitoring and evaluation of CETA programs.

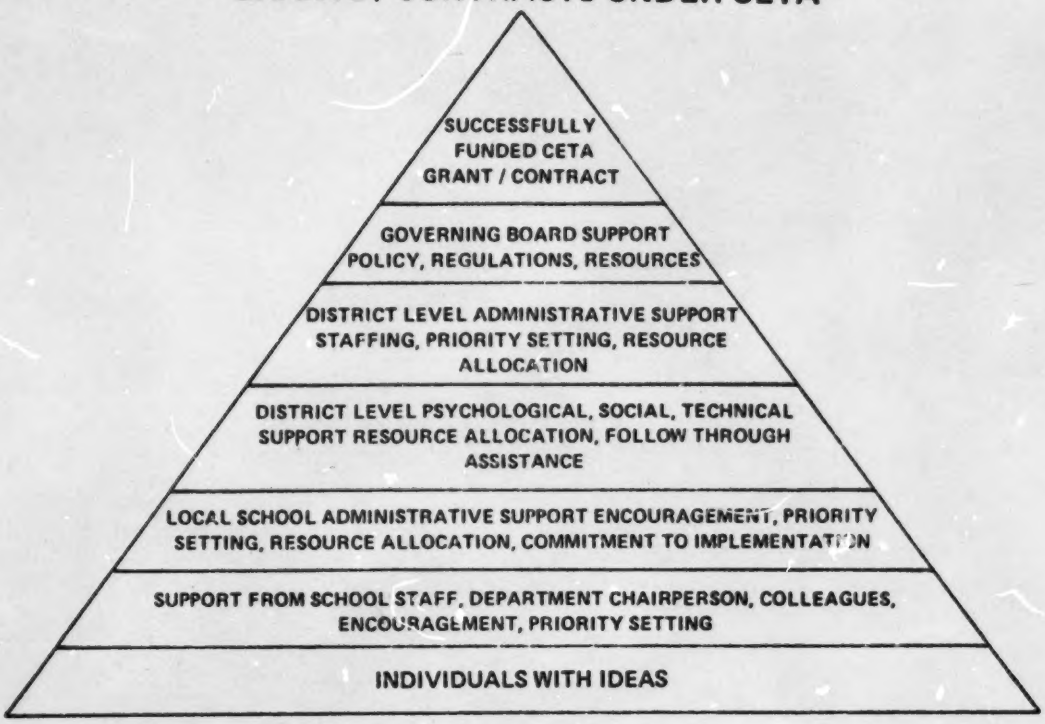
2. Develop a district policy statement on this position.

3. Develop a district support structure in order to take advantage of externally-funded programs like CETA.

4. Develop and operate a staff development program about externally-funded programs such as CETA.

An example of the levels of support needed to successfully fund grants and contracts under CETA consist of the following model which is page 8-12 as taken from How to Successfully Fund Guidance and Training Programs Under the Comprehensive Employment and Training Act, copyright 1980 Thomas J. Jacobson, Ph.D., 5945 Highgate Court, La Mesa, California 92041.

## LEVELS OF SUPPORT NEEDED TO SUCCESSFULLY FUND GRANTS / CONTRACTS UNDER CETA


SUCCESSFULLY FUNDED CETA GRANT / CONTRACT
GOVERNING BOARD SUPPORT POLICY, REGULATIONS, RESOURCES
DISTRICT LEVEL ADMINISTRATIVE SUPPORT STAFFING, PRIORITY SETTING, RESOURCE ALLOCATION
DISTRICT LEVEL PSYCHOLOGICAL, SOCIAL, TECHNICAL SUPPORT RESOURCE ALLOCATION, FOLLOW THROUGH ASSISTANCE
LOCAL SCHOOL ADMINISTRATIVE SUPPORT ENCOURAGEMENT, PRIORITY SETTING, RESOURCE ALLOCATION, COMMITMENT TO IMPLEMENTATION
SUPPORT FROM SCHOOL STAFF, DEPARTMENT CHAIRPERSON, COLLEAGUES, ENCOURAGEMENT, PRIORITY SETTING
INDIVIDUALS WITH IDEAS

8-12
Copyright, 1980, Thomas J. Jacobson, Ph.D.

A major requirement for the development and operation of the district model is a continuous education program on grants and contracts in general and CETA in particular. This is not an activity that can be done once, but a continuous activity that must be repeated over and over again if the staff is expected to be kept current on the functioning and requirements of the CETA program.

## Summary on the Development of a Local School District Structure

In order to compete successfully and obtain, implement, and operate CETA programs, school district needs a district-wide structure for the acquisition of grants and contracts and especially programs like CETA. The development of this structure is the first step toward successful acquisition and operation of a CETA program. The system discussed today has been effective in one school district and could be replicated in others throughout the United States.

Any questions on this part of the program?

## PART II

### Approaches to CETA Vocational Education Coordination at the State Level

The success of the CETA coordination program within the Grossmont Union High School District plus the request from other individuals throughout the state of California to (1) understand CETA, and (2) to be able to successfully interact with this funding source encouraged me to develop a state-wide structure in order to do in a state what I had already completed within one high school district.

The major problem with participation in CETA in the state of California from my perception, and from that of a good many other people that I had talked with concerned lack of information about what CETA was, is, and what it could do for their local school program. An education program about CETA was clearly needed with a defined curriculum and all of the pieces that are necessary to go from (1) an awareness level to (2) the development and completion of a project proposal, to (3) the acquisition of a contract, and (4) the completion of the contract. This was accomplished in the development of a manual entitled "How to Successfully Fund Guidance and Training Programs Under the Comprehensive and Training Act." The manual which contains over 500 pages of copy and 106 overhead transparency masters contains 20 sections that take an individual through all of the necessary steps in learning about CETA and how to successfully fund a completed project proposal. Appendix A is a brochure that details the contents of the manual and ordering instructions.

### Statewide Seminars

In order to provide information on the CETA program and to train local district personnel on how to get involved with CETA, a series of six statewide seminars were held in the state of California during the month of May 1980. The seminars were entitled "CETA Regional Seminars - Possible Funding for Guidance and Counseling Programs" and were supported by the Personal and Career Development Services Department of the State of California, Department of Education.

A seminar announcement listed as Appendix B was sent to all school Superintendents in the state of California. Participants registering for the seminars were advised of the availability of the manual and it was suggested that they purchase one, however, purchase of a manual was not a prerequisite for attending the seminars. Attendance at each seminar was limited to no more than 25 people. Appendix B lists the announcement and the seminar dates.

## Unique Characteristics of the Seminar Program and the Seminar Manual

Most seminars presented provide participants with information about a specific subject or area. This seminar was organized to provide participants with not only information but with a readily exportable package with 106 overhead transparencies and all of the information necessary to take CETA back to their individual school district. The participant at the seminar was provided with a package that would make them an instant expert within their own district. By making overhead transparencies or 35mm pictures, they could develop a presentation package that was immediately available for use.

Please note that the manuals were not provided to seminar participants at no cost. Seminar participants were expected to purchase the manual. The intent here was to screen the participants and to develop some type of investment on the part of those attending the seminars. There was some griping about having to purchase a manual but by in-large, most people who attended the seminars did purchase a manual and in almost every case, those that did purchase a manual were very happy that they did so.

The seminar program consisted of walking through the 20 sections of the manual which dealt with all of the practical aspects of understanding the CETA program from the prime sponsor, to the rules and regulations, to developing a local agency structure, to steps to obtain a contract, how to develop a proposal, examples of sample proposals, information on budgeting, a discussion on program evaluation, and special grant funds. The curriculum is detailed in Appendix A.

## Seminar Evaluation

Participants at the seminar were requested to fill out a seminar evaluation sheet. Unfortunately, all participants at each seminar did not complete an evaluation sheet. The evaluation sheets that were completed are provided for your information unedited so that you may glean information from the comments by seminar participants for clues to setting up a similar program within your own state.

Seminar evaluation consisted of completion of an evaluation sheet with ten questions that was placed in the manual to be filled out at the conclusion of the seminar by all participants as Appendix C. Some participants liked the evaluation sheets so much that they kept it in their manual. Those who did complete the seminar evaluation are included in the combined evaluation form results on questions 1 through 6 with examples at the bottom indicating the degree of rating received in each one of the six separate locations together with an overall average. The overall average covers the six questions that were asked with rating sheets and these are also repeated in supporting material from each one of the six separate workshops.

Also included for your review is information on questions 7 through 10 including the most interesting or helpful part of the seminar, those least interesting, what suggestions personnel would offer for improving future presentations, and finally what other types of information or workshop presentations on CETA funding that they would be interested in attending.

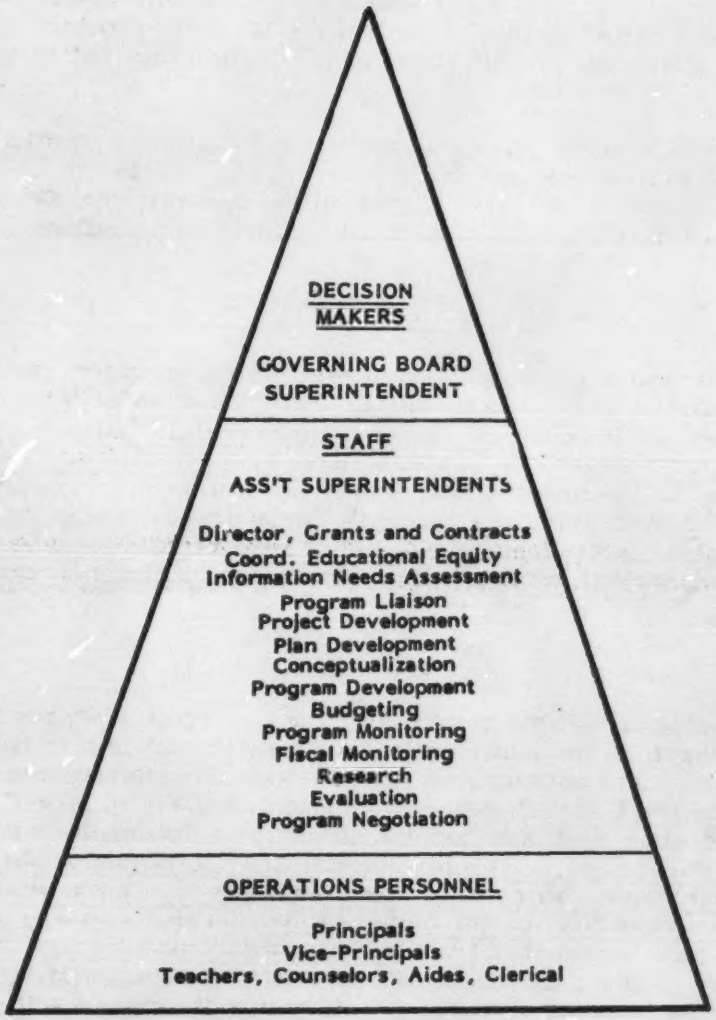
No effort is made to summarize or to edit the evaluation comments on the assumption that individuals involved in CETA, Vocational Education Coordination would be interested in reviewing the complete information with possible reference to use in their own location.

## Summary

A summary of the statewide seminars offered would indicate a positive reception by participants throughout the state. A small printing was made of the seminar manual How to Successfully Fund Guidance and Training Programs Under the Comprehensive Employment and Training Act. However, at the present time, a limited number of copies are still available, but no plans are currently underway to reproduce additional copies. Individuals, State Department of Education positions, and prime sponsors may wish to obtain a sample copy for their own use.

## Serendipity

One piece of information that came out of the California seminars that may be of interest to this audience is the mismatch that occurs between the responsibility and authority for coordination on information and participation in the Comprehensive Employment and Training Act. What we found when we conducted the seminars in California is that no specific group has responsibility for the CETA program making it quite difficult for state offices and prime sponsors to inform and coordinate with local district personnel. Based on that experience, I have developed a model that I would propose for coordination between prime sponsors, State Department of Education, and local district personnel. This is included in the grants and contracts paradigm indicating decision makers, staff, and operations personnel.




Some suggestions for coordination consist of the following:

1. For information, dissemination, and commitment, confine your major activities to the decision makers which consist of the Governing Board and the Superintendent. This is the group that makes a commitment either to participate or not to participate in CETA.

2. For conceptualization, continuing information under regular working relationships, and planning, invest your energy with the staff which could include a Director of Grants and Contracts, Director of Vocational Education, Assistant Superintendent for Education and Student Services or Curriculum, or other personnel.

3. For operations, once a grant or contract has been funded, then articulate and deal with the operators of programs such as Principals, Vice Principals, Coordinators , Project Directors, etc.

One thing that became very clear to me in the state of California was that a lot of energy was being expended on the part of both sides to articulate and coordinate, but in many cases when approaching the school district, the energy was being placed at the wrong level. For this reason, I would not propose seminars to train operations personnel without decision makers and staff being included. Most seminars that have been provided in the past include a lot of staff and operations personnel but no decision makers.

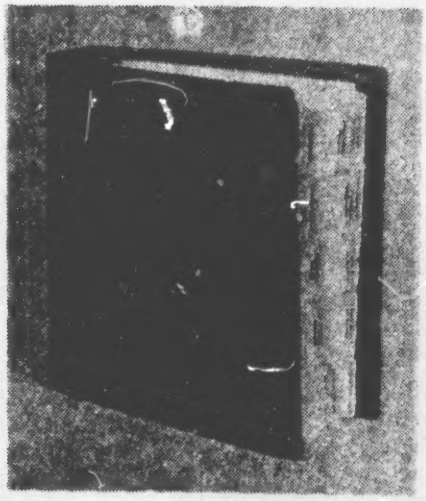
Do you have any questions?

## APPENDIX A

## Detailed Contents of the Manual

# HOW TO SUCCESSFULLY FUND GUIDANCE AND TRAINING PROGRAMS UNDER THE COMPREHENSIVE EMPLOYMENT AND TRAINING ACT

*A seminar manual designed to show counselors, administrators, and others the necessary procedures to follow to successfully compete for and obtain some of the more than ten billion dollars available yearly in the Comprehensive Employment Training Act. (CETA).*



The manual which contains over 500 pages of copy and 106 overhead transparency masters was prepared for use with a Pre-Convention Program at the California Personnel and Guidance Association Convention and as a counselor development workshop at the American Personnel and Guidance Convention and at two other locations in the Spring.

## CONTENTS

**Section**

1. Seminar Schedule
2. How CETA Operates
3. CETA Prime Sponsors
4. 1978 CETA Amendments, Public Law 95-524
5. Index to CETA Rules and Regulations
6. Final CETA Rules and Regulations
7. Final CETA Rules and Regulations Part IV
8. Developing a LEA/Agency Structure to Utilize CETA
9. Steps in Obtaining a CETA Contract
10. Planning Guide for Proposal Development
11. Sample Request for Proposal
12. Sample SYEP Proposal
13. Preparation of a Program Presentation
14. Budgeting CETA Programs
15. Sample Contract/Statement of Work
16. Program Evaluation
17. Special Grant Funds
18. Appeal Process
19. Bibliography
20. Seminar Evaluation

TWO WAYS TO PURCHASE THE MANUAL

Price at Workshop.....$40.00
Purchased Separately.....$50.00
Add 6% in California

SEND PURCHASE ORDER OR CHECK TO:

**Thomas J. Jacobson, Ph.D.**
**5945 Highgate Court**
**La Mesa, CA 92041**

Sorry No Previews

## APPENDIX B

**Seminar Announcement Dates**

WILSON RILES
Superintendent of Public Instruction
and Director of Education

STATE OF CALIFORNIA
DEPARTMENT OF EDUCATION
STATE EDUCATION BUILDING, 721 CAPITOL MALL, SACRAMENTO 95814

April 14, 1980

TO: County and District Superintendents

FROM: Anne L. Upton, Program Administrator
Personal and Career Development Services
(916) 323-0569

SUBJECT: CETA Regional Seminars - Possible Funding for Guidance and Counseling Programs

The Department of Education has arranged to provide six regional seminars for county and district personnel that will provide them with the necessary procedures, information and format to successfully compete for and obtain program funds available under the Comprehensive Employment and Training Act (CETA). These one-day seminars will be conducted by Thomas J. Jacobson, Ph.D., using the materials and practices he has developed through extensive involvement with CETA programs.

The enclosed brochure describes the seminar manual Dr. Jacobson has developed to prepare, step by step, a competitive CETA proposal. Purchase of a manual is not a prerequisite for attending the seminar. However, the manual will be used as an integral part of the seminar training and would be an invaluable aid later in the preparation of your own CETA proposal. Manuals can be purchased by participants at the seminars for $42.40 including tax, by cash, check or purchase order made payable to Thomas J. Jacobson.

Enclosed are the dates and locations of the seminars. Each seminar will be limited to 30 participants. A prompt response will assure you or your designee(s) space at the location of your choice. In order that we may plan accordingly, the reservation form below must be returned to our office no later than May 2, 1980.

- - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -

RETURN TO: Darrell Holt, Personal and Career Development Services, State Department of Education, 721 Capitol Mall, Sacramento, CA 95814

NAME: _____ TITLE: _____

COUNTY/DISTRICT: _____

ADDRESS: _____

_____ PHONE: _____

SEMINAR LOCATION: _____ DATE: _____

DO YOU WISH TO PURCHASE A MANUAL AT THE SEMINAR? YES _____ NO _____

HOW TO SUCCESSFULLY FUND GUIDANCE AND TRAINING PROGRAMS
UNDER THE
COMPREHENSIVE EMPLOYMENT AND TRAINING ACT

One-Day Seminar

| | |
|---|---|
| 9:00 a.m. - 9:30 a.m. | Distribution of Seminar Manuals - Introduction How CETA Operates - CETA Prime Sponsors |
| 9:30 a.m. - 10:30 a.m. | CETA Law and Implementing Regulations - Understanding the Program Options under CETA |
| 10:30 a.m. - 10:45 a.m. | Break |
| 10:45 a.m. - 12:00 p.m. | Developing an LEA/Agency Structure to Utilize CETA |
| 12:00 p.m. - 1:00 p.m. | Lunch |
| 1:00 p.m. - 2:15 p.m. | Steps in Obtaining a CETA Contract - Sample Request for Proposal - Planning Guide for Proposal Development |
| 2:15 p.m. - 3:00 p.m. | Preparation of the Proposal (RFP) - Bibliography of Resources - Preparation of a Program Presentation |
| 3:00 p.m. - 4:30 p.m. | Program Expectations - Sample Contract/Statement of Work |
| 4:30 p.m. - 5:00 p.m. | Program Reporting - Program Evaluation - Seminar Evaluation |

| Location | Date |
|---|---|
| Alameda County Superintendent of Schools Office<br>224 West Winton Avenue - Room 160<br>Hayward, CA 94544 | May 12, 1980 |
| State Department of Education<br>721 Capitol Mall - Room 166-B<br>Sacramento, CA 95814 | May 13, 1980 |
| Ventura County Government Offices<br>800 South Victoria - Lower Plaza Assembly Room<br>Ventura, CA 93009 | May 19, 1980 |
| Los Angeles County Superintendent of Schools<br>Career Guidance Center<br>11231 Rives Avenue<br>Downey, CA 91242 | May 20, 1980 |
| San Bernardino County Superintendent of Schools Office<br>602 South Tippecanoe Avenue<br>San Bernardino, CA 92415 | May 22, 1980 |
| Orange County Superintendent of Schools Office<br>1300 South Grand Avenue<br>Santa Ana, CA 92705 | May 23, 1980 |

## APPENDIX C

## Participant Seminar Evaluation

CETA WORKSHOPS - CALIFORNIA

May 1980

EVALUATION FORM RESULTS - Questions 1 through 6

| QUESTIONS 1 through 6 | Hayward 5/12/80 | Sacramento 5/13/80 | Ventura 5/19/80 | Downey 5/20/80 | San Bernardino 5/22 | Santa Ana 5/23 | OVERALL AVERAGE |
|---|---|---|---|---|---|---|---|
| 1. How well did you understand in advance the purpose of the seminar? | 4.15 | 3.45 | 4.0 | 3.77 | 3.56 | 4.38 | 3.89 Well |
| 2. How well did the presentation accomplish its objectives? | 4.77 | 4.38 | 5.0 | 4.77 | 4.63 | 4.62 | 4.70 Extremely Well |
| 3. How well did the presentation meet your particular needs? | 3.77 | 4.05 | 3.77 | 4.44 | 4.44 | 4.38 | 4.17 Well |
| 4. How would you rate the materials used in the seminar? | 3.92 | 3.62 | 3.55 | 4.0 | 3.88 | 4.0 | 3.82 Very Helpful |
| 5. To what extent will this presentation influence your activities in the future? | 3.85 | 3.20 | 3.25 | 3.55 | 3.50 | 3.62 | 3.50 A Lot |
| 6. Do you think that you will be able to fund a CETA program as a result of this seminar? | 1.93 | 1.95 | 1.80 | 2.0 | 2.0 | 2.0 | 1.95 Yes |

**Question 1**

5 Extremely Well
4 Well
3 Average
2 Poorly
1 Not at All

**Question 2**

5 Extremely Well
4 Well
3 Average
2 Poorly
1 Not at All

**Question 3**

5 Extremely Well
4 Well
3 Average
2 Poorly
1 Not at All

**Question 4**

4 Very Helpful
3 Helpful
2 Poor
1 No Help

**Question 5**

4 A lot
3 Some
2 Average
1 None

**Question 6**

2 Yes
1 No

CETA WORKSHOP - SEMINAR EVALUATION FORM RESULTS

Hayward, California - May 12, 1980

Twelve (12) Participant Seminar Evaluation Responses Received:

Total Average of Evaluation

1. How well did you understand in advance the purpose of the seminar? (4.15) Well
2. How well did the presentation accomplish its objectives? (4.77) Extremely Well
3. How well did the presentation meet your particular needs? (3.77) Well
4. How would you rate the materials used in the seminar? (3.92) Very Helpful
5. To what extent will this presentation influence your activities in the future? (3.85) A lot
6. Do you think that you will be able to fund a CETA program as a result of this seminar? (1.93) Yes
7. What aspect of the presentation did you find MOST interesting or helpful?
   - .1 Hints for working with prime sponsor and planner - also attending all meetings, especially those of the councils.
   - .2 Some of the ins and outs of funding - how to ask questions about special circumstances.
   - .3 Budget - allowable costs - Negotiating contracts (our input) Rules and regulations - knowing our rights.
   - .4 Relating regulations to proposal - and dealing with law - not emotions.
   - .5 That dealing with need for personal contact with planner and other intermediaries.
   - .6 Well presented, fiscal part.
   - .7 How CETA operates CETA regulations.
   - .8 The importance of a district structure to handle all grants and contracts - something we do not currently have.
   - .9 Proven strategies experienced by presenter.

Hayward, California - May 12, 1980 (Evaluation Form Results) - Continued

7. Continued

.10 The law and the information on administration vs. manpower.

.11 Clear (common sense) intellectually presented.

.12 CETA funding catergories.

8. What aspect of the presentation did you find LEAST interesting or helpful?

.1 Budget - was interesting but extremely difficult to read. Should redo budget section.

.2 N/A

.3 SYEP - because it is run exclusively by our county superintendent of schools - we are simply a worksite subgranter.

.4 Finding reference sections at beginning of session.

.5 I guess I'm sponge. I found it all interesting.

.6 No negative comments.

9. What suggestions can you offer for improving future presentations?

.1 None

.2 Handouts for those who can not buy manual.

.3 Let me stand up every hour. Couldn't read some of the slides.

.4 Perhaps being aware of local funding agency guidelines.

.5 None - excellent, isn't applicable to K-8 school district. It would have been helpful to know that this was geared in high schools in particular.

,6 Samples of proposals funded for K-8 school districts.

.7 None

.8 Would like more information on your district , i.e. we have a board resolution unfortunately its about as good as the paper its's written on. How did you get them to put their money where their mouth is?

.9 Tdo it just the same - This was polished and very worthwhile.

Hayward, California - May 12, 1980 (Evaluation Form Results) - Continued

10. Are there other types of information or workshop presentations on CETA funding that you would be interested in?

.1 Focus seems mainly to be on larger organizations (school districts) over smaller CBO's.
(Considering only one person was doing presentation - this was an excellent program.
(Manual helps if you can afford to buy manual.)

.2 No

.3 None (Excellent job!)

.4 Someone ought to get a state directory of good CETA programs used to help instruction.

.5 Workshops that would go more indepth on the CETA Rules and Regulations (more everyday practical applications).

CETA WORKSHOP - SEMINAR EVALUATION FORM RESULTS

Sacramento, California - May 13, 1980

Twenty-one (21) Participant Seminar Evaluation Responses Received

Total Average of Evaluation

| | | |
|---|---|---|
| 1. | How well did you understand in advance the purpose of the seminar? | (3.45) Average |
| 2. | How well did the presentation accomplish its objectives? | (4.38) Well |
| 3. | How well did the presentation meet your particular needs? | (4.05) Well |
| 4. | How would you rate the materials used in the seminar? | (3.62) Very Helpful |
| 5. | To what extent will this presentation influence your activities in the future? | (3.20) Some |
| 6. | Do you think that you will be able to fund a CETA program as a result of this seminar? | (1.95) Yes |

7. What aspect of the presentation did you find MOST Interesting or helpful?

.1 Materials provided.
.2 The manual as reviewed by the presenter.
.3 Idea pyramid.
.4 Detailed analysis of total CETA programs and activities.
.5 Use of the overhead transparencies.
.6 How to develop a LEA strategy to utilize CETA. Excellent suggestions and guide and samples.
.7 The pyramid - steps.
.8 Overview aspect.
.9 The information presented by Dr. Jacobson - his personal experience and application of the information in school program design.
.10 Understanding the political activity necessary.
.11 Handouts
.12 The description of 8 titles.
.13 Negotiating - budget tips.
.14 It can gain more control of our program.
.15 The Planning Guide.
.16 Walking through the manual covering selected sections was just right.
.17 Organization for grade 8 sources of planning or organization for planning.
.18 How to get started; where to go for help; the variety of programs.
.19 Projected funds increase.
.20 Workbook
.21 The Speaker

8. What aspect of the presentation did you find LEAST interesting or helpful?

.1 Adult and Post Secondary 68.
.2 It was all interesting, but relatively little was helpful to our specific situation due to size, distance, and number of students.
.3 Regulations!! Although essential, we can read on own.
.4 Getting bogged down in regulations.
.5 Reference to San Diego.
.6 There was no single element which was not interesting or applicable to my particular situation.
.7 None
.8 None
.9 The breaks (actually all was OK).
.10 I pretty well understood Youth Legislation and General CETA Program.
.11 I was impressed with all of it.
.12 None
.13 Too long if anything goes beyond 3:00 p.m. because of driving distance.
.14 N/A
.15 Review of Titles.
.16 Review of CETA Titles.

9. What suggestions can you offer for improving future presentations?

.1 More time on budget.
.2 None - However a more complete announcement should have been prepared.
.3 None
.4 Get started on time. More group input. Move at a faster pace at first, covering the bulk of the material before lunch. After lunch, sample program implementation and then barriers to operation.
.5 More more quickly, you get too bogged down in people's personal problems. Address those at the end.
.6 Discussion of variety of program to get new iseas - how to negotiation.
.7 I would really have liked to participate in a 2-day seminar - it was difficult to assimilate the volume of information presented in a one-day presentation.
.8 None
.9 More handouts.
.10 I wish there was a more specific set of ideas were presented dealing with guidance and counseling programs.
.11 None
.12 None
.13 1½ days with project examples - more than in the manual and sharing of types of projects.
.14 N/A
.15 More clearly define purpose of workshop in the advance announcement. Adjust hours to accommodate travellers.

Sacramento, California - May 13, 1980 (Evaluation Results) - Continued

10. Are there other types of information or workshop presentations on CETA funding that you would be interested in?

.1 None
.2 None
.3 Yes! Budgets, Audits, Fiscal Accountability, Budget Modification. Collaborations with other organizations for strength in proposals.
.4 More on types of Title 7 programs.
.5 A little more information on the differences between balance of State and Prime Sponsor operations would be helpful.
.6 No
.7 No
.8 Not at this point.
.9 Carry over of employees to permanent positions.
.10 Not at this time.
.11 Interpretation of Federal Regulations.

CETA WORKSHOP - EVALUATION FORM RESULTS

Ventura, California - May 19, 1980

Nine (9) Seminar Evaluation Forms Returned:

Total Average of Evaluation

1. How well did you understand in advance the purpose of the seminar? — Well (4.0)
2. How well did the presentation accomplish its objectives? — Extemely Well (5.0)
3. How well did the presentation meet your particular needs? — Well (3.77)
4. How would you rate the materials used in the seminar? — Very Helpful (3.55)
5. To what extent will this presentation influence your activities in the future? — Some (3.25)
6. Do you think that you will be able to fund a CETA program as a result of this seminar? — Yes out of 5
   Unk out of 4
   (1.80) Yes
7. What aspect of the presentation did you find MOST interesting or helpful:

   .1 Overheads, Sample documents.
   .2 Suggestives on how to handle our "problem areas." Also "project guidance" great.
   .3 The personal examples and helpful hints on dealing with CETA Prime Sponser.
   .4 Transparencies
   .5 The discussion of the regulations which allow for counseling and guidance sources.
   .6 Hints - practical.
   .7 Dr. J. is most knowledgeable. Enjoyed the well organized presentation. THANKS. Good use of visuals.
   .8 Going over in detail.

8. What aspect of the presentation did you find LEAST interesting or helpful?

   .1 All has some benefit to some in attending.
   .2 NONE - But the workshop is just too long and I would have liked a bit of reaction and personal help time sneaked in.
   .3 Feel very helpless. Need district personnel here. Not really for lowly on-site individuals.
   .4 Very little, if anything.

Ventura, California Evaluation Form Results - Continued

9. What suggestions can you offer for improving future presentations?

   .1 None
   .2 Have local CETA Administrators present.
   .3 Brainstorming sessions and application sessions for about 15 minutes every 2 hours.
   .4 Nothing

10. Are there other types of information or workshop presentations on CETA funding that you would be interested in?

   .1 Job Classification Hints.
      Work to fund administrative costs and cover projects.
      Follow-up on CETA participation.
   .2 Yes - more basic information.
   .3 No.

CETA WORKSHOP - EVALUATION FORM RESULTS

Downey, California - May 20, 1980

Nine (9) Participant Seminar Evaluation Responses Returned:

Total Average of Evaluation:

| | | |
|---|---|---|
| 1. | How well did you understand in advance the purpose of the seminar? | (3.77) Well |
| 2. | How well did the presentation accomplish its objective? | (4.77) Extremely Well |
| 3. | How well did the presentation meet your particular needs? | (4.44) Well |
| 4. | How would you rate the materials used in the seminar? | (4.0) Very Helpful |
| 5. | To what extent will this presentation influence your activities in the future? | (3.55) A Lot |
| 6. | Do you think that you will be able to fund a CETA program as a result of this seminar? | (2.0) Yes |

7. What aspect of the presentation did you find MOST interesting or helpful?

.1 Understanding visuals help in the presentation - especially with the politicians we might deal with.

.2 Management Skills - Practical aspects.

.3 Printed materials - Speaker informative and interesting.

.4 Examples of programs which obtained funding - Explanation of titles - off the record advice on political aspects.

.5 Ideas on proposal writing, regulations, and budgets.

.6 The positive and knowledgeable attitude of the speaker.

.7 The idea of having all the information together and being able to discuss it.

8. What aspect of the presentation did you find LEAST interestering or helpful?

.1 N/A

.2 None

.3 N/A

.4 None

Downey, California - May 20, 1980 (Evaluation Results - Continued)

9. What suggestions can you offer for improving future presentations?

   .1 None

   .2 Fine as is.

   .3 Very good.

   .4 Room accommodation

   .5 People who have to leave early should be given a chance to attend a short version. It does take away from those who want more information.

10. Are there other types of information or workshop presentations on CETA funding that you would be interested in?

   .1 Not yet.

   .2 Follow-up workshops and individual materials when appropriate.

   .3 I don't know yet.

   .4 Closer look in proposal writing.

   .5 A workshop on improving on-going programs. People can work on actual case studies of problems encountered by other projects. Solutions can also be discussed.

CETA WORKSHOP - SEMINAR EVALUATION FORM RESULTS

San Bernardino, California - May 22, 1980

Total responses - Evaluation Form Results

| | |
|---|---|
| 1. How well did you understand in advance the purpose of the seminar? | (3.56) Well |
| 2. How well did the presentation accomplish its objectives? | (4.63) Extremely Well |
| 3. How well did the presentation meet your particular needs? | (4.44) Well |
| 4. How would you rate the materials used in the seminar? | (3.88) Very Helpful |
| 5. To what extent will this presentation influence your activities in the future? | (3.5) A Lot |
| 6. Do you think that you will be able to fund a CETA program as a result of this seminar? | (2.0) Yes |

7. What aspect of the presentation did you find MOST interesting or helpful?

.1 Enthusiasm of speaker and materials.
.2 All - never have had a workshop before.
.3 Entire slide presentations and manual.
.4 Pragmatic suggestions coming from experienced presenter.
.5 The basic understandings of the uniqueness of CETA and the process, e.g., it's political, it's a contract.
.6 The need for a formal program and plan within our district; negotiate; "manpower" budget.
.7 Philosophy of "preparation" for proposal writing.
.8 The organization of the manual.
.9 I found all of it interesting!! Thanks!
10. The part which dealt with how to deal with the prime sponsor. The concept of negotiation.
11. Suggestions regarding logistics with prime sponsors and explanation of 'training' under CETA.
12. Where the money is.
13. a) clarification of titles.
b) system to achieve approval
c) plan of attacking the writeup.

San Bernardino, California - Evaluation Form Results - Continued

8. What aspect of the presentation did you find LEAST interesting or helpful?

.1 None
.2 None
.3 None
.4 I can't think of anything that "should" be left out.
.5 Info on guidance, etc (we are a small elementary district).
.6 A little too much detail.
.7 All areas were well planned and very helpful.
.8 N/A
.9 Content seemed appropriate to me.
.10 I found it all quite interesting.
.11 None!

9. What suggestions can you offer for improving future presentations?

.1 Do it again!
.2 Start on time - two days get into actual writing.
.3 Actual writing of a proposal.
.4 More time for feedback and assimilation of new ideas.
.5 Nothing of consequence but we should have made it clear that a handbook is all but mandatory for workshop participants.
.6 One in San Diego.
.7 A half day presentation might hold better.
.8 None
.9 N/A
.10 Plan so those who do not obtain manual will not be so disadvantaged.
.11 More time!

10. Are there other types of information or workshop presentations on CETA funding that you would be interested in?

.1 All new to me.
.2 More detail information on writing a proposal.
.3 Handicapped - school age.
.4 Logically the next contact would need to be individual consultation.
.5 Not at this time.
.6 Probably need to ask additional questions once I get into it.
.7 Funding for the community-based organization.
.8 None
.9 Handicapped

## CETA WORKSHOP - EVALUATION FORM RESULTS

Santa Ana, California - May 23, 1980

Thirteen (13) participants: Seminar Evaluation Forms Received

Total Average of Evaluation Forms

| | |
|---|---|
| 1. How well did you understand in advance the purpose of the seminar? | (4.38) Well |
| 2. How well did the presentation accomplish its objectives? | (4.62) (Extremely Well |
| 3. How well did the presentation meet your particular needs? | (4.38) Well |
| 4. How would you rate the materials used in the seminar? | (4.0) Very Helpful |
| 5. To what extent will this presentation influence your activities in the future? | (3.62) A Lot |
| 6. Do you think that you will be able to fund a CETA program as a result of this seminar? | (2.0) Yes |

7. What aspect of the presentation did you find MOST interesting or helpful?

.1 The detailed backup material.
.2 The psychology of educators "going out" to the community and business industry for help.
.3 Understanding the scope of CETA funding and services that can be provided.
.4 Basic CETA information plus the extra sidelights on the actualization of the process.
.5 Specifying each title. Writing of a contract.
.6 CETA - opportunities for funding, etc. Leader has tremedous knowledge in this area and is willing to share it. MANUAL
.7 Interesting! The dialog of presentor and interaction with the audience. Helpful! Outlined overview of the manual with specific suggestion for application.
.8 The materials and the "walk-through" of the materials.
.9 Honest reflection of how it really works.
.10 Practical suggestions.
.11 The overhead presentations were very good.
.12 Expertise, enthusiasm of presenter.

Evaluation Forms Received: Santa Ana, California - Continued

8. What aspect of the presentation did you find LEAST interesting or helpful?

.1 Going through regulations.
.2 Actual proposal "writing." Have exp. here already.
.3 Presentation was a bit rushed --- too much to comprehend at one sitting.
.4 None
.5 N/A
.6 None

9. What suggestions can you offer for improving future presentations?

.1 None
.2 More of the questions and answers approach such as happened directly after lunch.
.3 Explain acronyms when first introduced or have a list available!
.4 If possible, some time spent on individual ideas through small groups with leader consultation.
.5 Offer it in two days and require that participants intereact with application and simulation exercises.
.6 No suggestions - very well done.
Thanks Tom - a truly outstanding process and product.
.7 Have county agency promote this workshop and have them there.

10. Are there other types of information or workshop presentations on CETA funding that you would be interested in?

.1 Sharing various types of programs - what made them successful. What are the pitfalls of unsuccessful programs.
.2 I would love a workshop with statewide YETP and SYEP administration and staff to share their methods of interaction with students they are serving.
.3 No
.4 I think it would be neat if this workshop was offered with RFP technical workshops provided by the prime sponsor.
.5 No
.6 Not at this time.
.7 Staff development and subcontracting for special services.